Toftwood Infant School
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British Values Statement 2024-2026

Toftwood Junior School
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Preparing Our Children for Life in Modern Britain

At Toftwood Infant and Junior School Federation we take our responsibility to prepare children for life in modern Britain very seriously and we ensure that fundamental British Values are introduced, discussed and experienced through the ethos and work of the federation as children move through the schools. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, SMSC, PHSE/PATHS and RSHE lessons provide excellent opportunities to deepen and develop understanding.

The federation makes considerable efforts to ensure children experience a wide variety of cultures and beliefs beyond their local community, through for example, sporting events, a range of visits and visitors to the schools.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and the world. We encourage our children to be creative, unique, open minded and independent individuals, respectful of themselves and of others in our school, local community and the wider world.

Democracy

- All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils. Children also have the opportunity to have their voices heard through pupil voice gathering.
- The principle of democracy is explored in the curriculum as well as during assemblies and special days.
- Election and establishment of School Council models the democratic process. Teachers ask children to put themselves forward as candidates before conducting a ballot. School Council meet regularly with the Senior Leaders, Governors and other visitors.

The Right to a Fair Vote

Certain discussions on matters affecting the whole class are put to a vote e.g. activities during enrichment week and purchases of books for the libraries and new equipment. Children are encouraged to vote in different contexts and for a range of purposes including on right/wrong decisions relating to PATHS sessions, debates for and against, drama and role-play.

The Senior Leadership Team and Governing Board also gather feedback and take part on consultations regarding the ongoing work of the school.

Rule of Law

- Our federation follows 'Golden Rules' which are integral to our learning and ethos.
- Federation Golden Rules and expectations are clear, fair and regularly promoted.
- Pupils are always helped to distinguish right from wrong, in the classroom, during discussion time, assemblies and on the playground.
- Pupils are encouraged to respect the law and we enjoy visits from those such as the Police, Fire Services etc. to help reinforce this message.
- The Behaviour and other related policies set out our expectations and sanctions in relation to any form of aggression, abuse or violence, which extends to pupils, staff, parents and governors.

Curriculum Areas: RE, PHSE/PATHS, RSHE, PE and Sport

Through these subjects our children have opportunities to learn about a range of concepts, including rules, right and wrong, how rules influence actions, belonging, sadness, happiness, pride, sportsmanship, teamwork and collaboration.

Individual Liberty

- Within schools, children are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. E.g. by signing up for extra-curricular clubs.
- Children are supported to develop their self-knowledge, self-esteem and self-confidence.
- Children are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our online-safety teaching and PSHE/PATHS lessons.
- Vulnerable pupils are protected and stereotypes challenged. The schools operate a robust system of logging incidents.
- Pupils have key roles and responsibilities in school e.g. School Councillors, Playground Pals, Year 6 Helpers etc.

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

- Respect is one of the expectations of our federation. Children know and understand that it is expected that respect is shown to and by everyone, adults and children.
- Children are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Staff and children are expected to challenge prejudicial or discriminatory behaviour.

- Links and visits are promoted with the local community, including local faith communities and places of worship. E.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within Acts of Worship and in class.
- Through PHSE/PATHS and RE children are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and difference of family situations.
- Worship and discussions involving prejudices are followed and supported by learning in RE and PSHE/PATHS.
- We offer a culturally rich and diverse curriculum in which major religions are studied and respected.

'PREVENT' strategy

'Prevent' is part of the Government's response to counter terrorism and violent extremism. All staff and governors have participated in appropriate training, including updates as part of our regular safeguarding bulletins for all staff.

The Designated Safeguarding Leads work closely with other agencies and support, when required, to address any PREVENT related concerns.

Reviewed July 2024. To be reviewed every 2 years.